ASSESSMENT RUBRIC	(5)	(3)	(1)
ASSESSMENT SYSTEM Curriculum documentation includes a description of the overall system or approach to assessment and includes: • Description of alignment with national standards and research on assessment practices, • Guidance for teachers in the use of the assessments, • Evidence that assessments within the curriculum were field-tested and/or evaluated.	Curriculum documentation includes **most** of the noted criteria.	Curriculum documentation includes **some** of the noted criteria.	Curriculum documentation includes **few** of the noted criteria.
QUALITY High-quality assessments: ▪ Measure what students know and are able to do, ▪ Align with learning goals and the mode of instruction, ▪ Stress application of what students know and are able to do in new or different situations, ▪ Provide students the opportunity to assess their own learning.	The instructional materials have **many** high-quality assessments.	The instructional materials have **some** high-quality assessments.	The instructional materials have **few** high-quality assessments.
MULTIPLE MEASURES Examples of assessments include: ▪ Performance tasks, ▪ Quantitative assessments, ▪ Constructed response questions, ▪ Project-based tasks, ▪ Portfolios.	A **wide variety** of assessment measures and corresponding scoring guidelines (e.g. rubrics, answer keys) is provided.	**Some variety** of assessment measures is provided.	Assessments are limited to a **few different types**.
USE OF ASSESSMENTS Instructional materials include assessments that provide ways to modify instruction, including: ▪ Assessments used for purposes other than determining student grades, ▪ Assessments designed to focus on learning as well as evaluation, ▪ Student work informs the design or redesign of teaching strategies or sequences.	**Most** assessments inform both student understanding and instruction.	**Some** assessments inform both student understanding and instruction.	**Few** assessments inform both student understanding and instruction.
ACCESSIBILITY The three key characteristics of accessible assessments: ▪ Free from bias (e.g., gender, cultural), ▪ Provide accommodations for individual and cultural differences, ▪ Provide accommodations for differences in learning styles and language proficiency.	**Most** assessment tasks exhibit these three characteristics.	**Some** assessment tasks exhibit these three characteristics.	**Few** assessment tasks exhibit these three characteristics.